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ABSTRACT

This issue of the "Teachers of Home Economics" brings together suggestions for initiating an effective parenthood education program centered about a laboratory for the young child and suggestions for planning comprehensive home economics instruction on human growth and development. Described are examples of successful school programs that have included nursery laboratories and have found them of value in educating youth for their potential roles as parents. Although the issue is not intended to be a "techniques" manual, it includes usable guidelines for the teacher who plans a nursery laboratory in conjunction with a parenthood education program. Included in the "Resources" section is a variety of reference materials that will help both teachers and students in their study of human growth and development. (Author)

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THE

TEACHER
OF HOME
ECONOMICS

EDUCATION FOR EFFECTIVE PARENTHOOD: CHILDREN ARE OUR BUSINESS

Home Economics Education Association, NEA

April 1969

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TO OUR READERS

There is a trend to educate "downward"—providing education for children of kindergarten age. There is also a trend to educate youth for their potential roles as parents. This issue of the TEACHER OF HOME ECONOMICS brings together suggestions for initiating an effective parenthood education program—with a laboratory for the young child as the program's "educational center"—and suggestions for planning comprehensive home economics instruction on human growth and development. The subtitle—*Children Are Our Business*—reflects our approach.

Described are examples of successful programs in schools that have had a nursery laboratory over a period of several years and know of its value in educating youth for their potential roles as parents.

Although this issue is not intended to be a "techniques" manual, usable guidelines are included for the teacher who plans a nursery laboratory in conjunction with a parenthood education program. Our Resources section calls attention to a variety of reference materials that will help teachers and students alike in their study of human growth and development.

Our association is indebted to all those whose efforts made this issue possible, especially to Mrs. Kathryne Sheehan Hughes for her invaluable service.

PAULINE G. GARRETT
President, 1967-69

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Education for Effective Parenthood

CHILDREN ARE OUR BUSINESS

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People concerned with mental health, social well-being, and total education agree that to a great extent a child's success depends on the kind of parents he has. Thus the problem of how to educate effectively for parenthood is an important one. Since the school touches the lives of most young people, many communities have found the high school to be the place to start educating for effective parenthood.

FAMILY LIFE EDUCATION

ONE WELL-KNOWN authority who has worked many years in early childhood education states, "Right now, without waiting any longer, we ought to have at least one public nursery school (or day care center) in every high school in America to help our adolescent boys and girls get ready for family life." [1] Another person who has learned from working with young parents and community institutions states, "The need for education in the schools for family life stands shoulder to shoulder with the demands for education for scientific advance, technological competence, and dependable citizenship. Without healthy personalities, capable of creating and adapting to change, neither scientists nor technologists can produce what is needed to enhance man himself." [2]

In the last ten years the world has advanced more in science, education, industry, transportation, and business than in any other time in history. Individuals and families have more material goods, know more, do more, and go more than ever before. There has been an explosion of population and knowledge. Unfortunately the knowledge has not always reached those who need it most. Young people are not well informed about what it means to grow up and assume roles in marriage and parenthood.

[1] Hymes, James L., Jr. *Early Childhood Education*. Washington, D.C.: National Association for the Education of Young Children, 1968.

[2] Moore, Bernice Milburn, and Holtzman, Wayne H. *Tomorrow's Parents*. Published for the Hogg Foundation for Mental Health. Austin: University of Texas Press, 1965.

why education for parenthood is needed

THE FOLLOWING facts from recent surveys reveal that the family as it exists today is being threatened:

- The kind of environment in which a child lives is directly related to his success or failure in life. Research on how children learn has revealed that the home environment and parental attitudes affect a child's adjustment to school.
- Studies on school dropouts disclose that broken homes, economic insecurity, and lack of parental interest are basic to apathy and dislike of education.
- Approximately one-fourth of our children live in bleak, barren social conditions.
- Seventeen percent of all brides are pregnant on their wedding day.
- Twenty-two percent of illegitimate births are to girls seventeen years of age and younger.
- In one year there are estimated to be almost 248,000 abortions among high school girls.
- Almost eighty percent of teen-age marriages based on premarital pregnancy end in divorce.
- Youths flounder in attempts to "identify themselves" and to be "relevant."
- Medical reports point with alarm to extreme physical and mental impairment of health among many academically gifted boys and girls, much of it caused by pressures of overly ambitious parents.
- Sex education is no longer a biology course in reproduction. It is an evolving educational process that encompasses the sexual roles of men and women. The school must support the teaching of those parents who know and care about the development of their offspring. Schools must also assume a responsible role for those in the classrooms whose parents neither know nor care what happens to their children as they grow into young adults.
- One out of every five marriages fails.
- Four million Americans are classified as alcoholics.
- Forty-five thousand Americans attempt suicide each year; 25,000 succeed.
- Approximately 8 million people are on relief.
- Family life is changing with both parents working.
- Care and disciplining of children ranks next to sexual adjustment in marital adjustment problems. Couples disagree on methods of training children and who should discipline them.
- Economists are concerned over the billions being spent by young people, by debts being incurred by young marrieds, by the consumer practices of the poor, by the untrained women who do

or will handle 85 percent of the nation's income and control 70 percent of the world's wealth.

There is a need for a continuing program in parent education which would extend beyond the care of infants and nursery school children to the understanding of elementary and high school students. Each age group presents new needs; each generation a different kind of understanding; all parents need to be continuously aware of the changes from one generation to another.

Teen agers' needs, drives, fears, and feelings are not basically changed from those of other generations. But the world in which we live now and the world of tomorrow are so different that problems and challenges are unique. This exciting age of technological advancement can bring further advances in personal comforts and standards of living, but failure to make adequate investment in "human capital" could mean mass catastrophe for the future of the young. This pace of change will continue faster and faster and affect personal values and morality. Advancement in transportation and technology must be accompanied by moral responsibility. In this new age, many parents as well as professional persons have serious misgivings about giving religious training or making any attempt to set values for children. Some parents feel strongly about rearing their children without bias, thus allowing them to choose their own values. If parents do not educate the child, the first person he meets at school or on the street may begin the job of biasing, impressing, and thus influencing his values.

PROBLEMS OF FAMILIES

We are an affluent nation with millions of families confronted with poverty, ignorance, and frustrations. There is a growing disregard of some of the basic values, such as the promotion of both mental and physical health of children and youth, a better standard of living, the rights of individuals, and the protection of women, children, and older citizens. Many of our ills can be traced to the atmosphere and practices of the homes in which children are born and live.

Families of different cultural and financial backgrounds have problems of different natures. Generally speaking, the undereducated and culturally deprived parents fail to plan for and with their children. They reproduce at two or three times the rate of the educated family. Among children of illiterate parents one finds the highest number of slow learners, disturbed children, school dropouts, and failures in military service examinations; the chief clientele of the juvenile and criminal courts; and six times the average number of cases of venereal infection. These are the parents who are on the relief rolls and are in the process of producing a third generation of welfare recipients. These families do not know how to manage money or how to resist sales pressure.

The child from a culturally deprived or disadvantaged home probably is also from a nonverbal home. His attention span usually is short, and his memory second best as compared to the middle class child. His concept of time usually is not oriented to school programs organized around fixed time schedules. He usually is not oriented to getting a reward for a performance, especially if it is well done.

Educated families with more material means may be subject to greater pressures than those who have less. The pressures are the result of school dropouts, mental illnesses, use of drugs, suicides, early marriages, divorces, child abuse, and parents' striving for social status. Among women, especially, there is a growing frustration concerning the many roles required of them in our changing culture.

understanding human growth and development

WHAT DOES one teach youth that directs their lives toward learnings and values that result in healthy, happy, well-adjusted, and socially acceptable men and women? One way to start preparing youth for parenthood is by helping students to understand how children grow physically, socially, emotionally, and intellectually. As teachers and parents we show our feelings toward children and each other by what we say, how we say it, and the manner in which we conduct ourselves. Sometimes we show our feelings by what we don't say. Thus we teach and guide young people. Providing sequential growth and developmental experiences for youth is the responsibility of the school in complementing and supplementing experiences of the home in the development of good citizens and competent parents.

In some high schools there are full courses in child development for which credit is given. Some of these high schools have full-time nursery laboratories which may be under the direction of the home economics department or psychology department or may be a cooperative program of two or more departments. Providing nursery laboratories for observing and working with children seems to be a growing trend. Some of these laboratories are in session the full day, some for a half day. Some have two sessions, one in the morning and one in the afternoon. The nursery school laboratory in the public high school differs from the private nursery school, day nursery, or neighborhood child care center in that its primary purpose is to serve as a study center for teen-age students and adults.

The trend in education for parenthood is to teach about human development as related to each stage of the entire life cycle; thus there is a need for emphasis on the growth of relationships and interactions at various age levels. The teaching of the entire life cycle allows for the teaching not only of child care, child development, and family living but also the more basic fundamentals of occupational training for the child development area and more comprehensive vocational home economics offerings as well as adult education programs. Thus education for parenthood may include objectives related to human behavior, basic family functions of parents, family life, and careers in child care.

HUMAN BEHAVIOR

Courses on human behavior cover physiological and psychological growth as well as the process of maturing for each of the following life stages: prenatal, infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and later maturity. Students learn to understand what the fundamental needs of all ages are from the very young to the very old. They learn about mental health. They find that everyone has "ups and downs" and that emotions can control and become the master of individuals. Everyone needs outlets for emotions. From birth to old age, everyone is forced to adjust to life's various situations.

The nursery school laboratory in a high school provides much for high school boys and girls who study and help three- and four-year-old children. A close relationship between the two groups is established. The high school student learns about such things as the eating habits of children, individual differences of children, common fears children have (even happy children have fears and worries, but if the home is happy these troubles are not serious), language development, development of reasoning and problem solving, and the needs of the culturally deprived child.

The greatest value of working with preschool children is the similarity between high school and preschool problems. Seldom does a discussion of preschool ever end before the high school students are speaking of their own childhood or immediate problems. This is the right environment for problem solving.

PREPARATION FOR PARENTHOOD

The functions of parents are to provide physical care for their children and to nurture growth of their personalities. Parents equip children to live successfully in their social environment. Their responsibilities include helping their child to stay free of prejudice, to acquire tolerance, to appreciate those who are different in manners or appearance, to avoid deep-seated hates and fears, and to consider how other people feel. Thus the child can be helped to know his own strengths and weaknesses and thus will not need to criticize others so much.

Management of money should also be taught. Parents should guide their children and teen-agers in how to spend wisely. This is one of the problems often confronted in marriage.

In summary, parents prepare their children for adolescence, adulthood, marriage, and finally parenthood. They should direct their children with thoughtful and helpful guidance to develop as individuals. Parents who are successful accept responsibility for guiding their children and work for understanding and agreement with their children on what is desirable behavior. They make a child feel within himself that he is a credit to the family and that they *love* him and are proud of him. They give affection, make an effort to be somewhat objective, and see their child as an individual. Successful parents also cultivate democratic relations, demonstrate to the child how to cope with hostility, and show a willingness to provide honest information for sex interests. Even though they do not approve of the child's curiosities and aspirations, they show a genuine concern. They grow with and through their child and are able to communicate with him. They maintain and create responsible and constructive relationships in the community, have concern for family unity and loyalty, and perform family roles flexibly, i.e., father can take on mother's usual duties, and at times mother performs father's obligations.

CAREERS RELATED TO CHILD CARE

Some students in addition to their training on how to be effective parents may go on to pursue careers that involve children. Students going on to college may use such training as a basis for a major in social work, child psychology, child development, child welfare and social services, early childhood education, nursery school education, pediatrics, and family and community services. Others may use the training to seek employment immediately following high school graduation as aides in day care centers, assistants in day nurseries, workers in children's hospitals and pediatrics departments of general hospitals, or staff members of recreation departments.

KNOWLEDGE OF SELF AND OTHERS

Whatever the kind of program a school has, there should be strong emphasis given to the importance of teaching young people about themselves and others who comprise their world. They should know why they think, feel, and act as they do; how to build self-respect; how to live with their own limitations; how to become mentally alert, physically fit, and socially acceptable; what it means to be young, to become an adult, and to grow old. They should also be made aware of those who make the world a glorious place with beauty, technology, knowledge, fun, and happiness; those who strive to promote peace, to preserve the past, and to build for the future; those who serve in a hundred different ways to make the world clean, bright, convenient, pleasant, healthful, and secure; those who are misfits, such as the school dropout, the alcoholic, the unwed parent, and the dope addict; those who develop their potentials and abilities and who learn right from wrong.

Schools with successful programs teach courses covering a wide variety of topics. What is taught is based upon the community needs of the nursery school children and the high school youth involved. Courses include such areas as child care, child development, family life and relationships, family life cycle, and management of family resources, such as money, time, and recreation. Regardless of how one teaches youth about children, teachers must be certain the concepts they develop with their classes are based on reliable sources.

A WELL-QUALIFIED and interested staff is needed to prepare strong curriculum units. Others on the school teaching staff besides home economists should be involved in course planning and organizing. These include the school social worker, special education teacher, and school nurse.

building a basic curriculum

WHAT TO TEACH NURSERY SCHOOL CHILDREN

The nursery school teacher supplements and complements the teaching that parents give to their children at home. One of the first things the teacher does is to learn about the environment the children live in at home and in the community. Home experiences of nursery school children guide the teacher in determining where to start teaching each individual child. Some children get more care and training at home than others. First graders may have a wide range of vocabularies. Some enter with a working vocabulary of 200 words; others, with 2,000 words or more. When the child with a vocabulary of 2,000 words reaches 20,000 words, the child with a 200-word vocabulary has only a 2,000-word vocabulary. The nursery school teacher should be aware of this and to avoid such a situation could work with both the child who has the smaller vocabulary and the parents of that child.

The nursery school teacher uses community experiences to supplement the basic curriculum by taking the children to the zoo, firehouse, police station, or health center; or she may invite people from these places to visit the school and talk with the children. Emphasis should be given to teaching nursery school children how to—

- Continue developing a sense of trust, autonomy, initiative, self-expression, self-confidence, self-awareness, and creativity.
- Make a gradual transition from home to kindergarten, thus providing a foundation for academic work in school.
- Become familiar with a group setting.
- Enjoy being a part of a group.
- Achieve an interest and joy in learning.
- Become more aware of and understand more about the world in which they live.
- Gain power and control over their own bodies.
- Form pleasurable friendships with their peers and young adults.
- Realize that school, like home, is another place where they can be loved, feel secure, and be cared for and protected.
- Become good workers.
- Become more aware of themselves as worthwhile individuals.
- Become more independent.

Such objectives will involve teachers, nursery school children, high school youth, and parents of nursery school children. The nursery laboratory should provide a suc-

cession of experiences and relationships through which each child may progress *at his own rate*. Each child should be carefully observed, understood, and cared for by the staff and high school students taking the course.

The culturally deprived child has special needs that can be met by programs that include adequate and varied world experiences to develop imagination and language fluency; life experiences of success that replace frustrations and patterns of failure or of the avoidance of failure; satisfying experiences with authority figures, such as policemen, teachers, and health and welfare workers; experiences that help develop self-identification and reduce the feeling of separation from other groups; and opportunities to have warm relationships with people.

WHAT TO TEACH HIGH SCHOOL STUDENTS

Education for parenthood has been taught in both the junior and senior high schools for over twenty years, but these programs have been in the minority. Junior high schools for years have had units on baby sitting taught in the home economics department. The students are taught how to follow directions of the parents; look after the safety of the child; recognize the child's needs; dress, bathe, feed, amuse, soothe, and put the child to bed; and organize suitable play experiences.

Sometimes small "play groups" of children are brought into the classroom to give students experience in putting the things they have learned into practice. Programs in junior high schools may also emphasize human development and people's relationships with each other. The student learns how to understand himself and to live agreeably with people with whom he comes in contact.

In senior high schools, child care as well as child development is taught. Emphases are shifted from the child as an individual to a child in relation to other human beings. In addition, emphasis is not always focused on being a parent of tomorrow but on being an effective human being today. This involves understanding oneself, parents, teachers, friends, relatives, younger brothers and sisters, and neighbors. Research has found no better way of opening doors to these understandings than through studying children. The kind of person we are, how we learn, how we react through the rest of our lives is greatly influenced by our first few years of life.

There should be strong emphasis given to the importance of teaching young people how to—

- Gain more self-understanding through the observation of children's behavior and through study of materials on human behavior.
- Grow in appreciation of the satisfactions of working with and observing nursery school children.
- Increase knowledge and skills related to child guidance, behavior, needs, and characteristics.
- Understand the importance of keeping play activities flexible and adaptable to the children's learning and personalities.
- Allow for self-expression and creativity through planning and carrying out activities for nursery school children.
- Recognize that the learnings developed in the child development laboratory will enable them to become better parents themselves.
- Gain insight into a variety of vocations that require a background of child behavior learnings and concepts.
- Use community resources and facilities to improve family living.
- Understand the value of parent-school relationships.

- Identify family, community, and personal problems and participate in efforts to solve them.

Observing children, studying about them, participating in their care, and conferring with their parents are effective ways to impart information, create awareness, and motivate young people's interest in the responsibility of rearing children. It also is an effective way to help young adults achieve knowledge about themselves, knowledge that will lead them through experiences of great value.

In the early 1960's, the Home Economics Branch of the U.S. Office of Education initiated a project to reexamine home economics in the secondary schools. During a series of workshops at various universities and colleges, resource materials were developed to guide teachers planning instruction at the secondary level. Recorded in the materials are basic concepts and generalizations in human family development.

EXAMPLES OF PROGRAMS

Montgomery County Public Schools (Rockville, Md.)—This district has programs of education for parenthood in 11 of its 43 junior and senior high school home economics departments. All but four of the senior high schools have nursery laboratories. In the junior high schools, there are no separate nursery laboratories; but during courses on child care, children are brought into the home economics department from four to eight times. Young men as well as young women take the course.

The total number of high school students taking a child development course during one period is twenty-four. The students are divided into rotating groups, with six students in each group. When a class of twenty-four is studying guidance, which is covered in a six-week period, the *research group* works on child identification; the *observation group* observes and reports on

The home economics supervisor for Montgomery County feels that programs with nursery laboratories create interest for all of the staff and students because they can see things happening. They see results. One young man not enrolled in the class brought in a white rabbit to the nursery school children. He was invited to stay and observe the reactions of the students.

One of the nursery school classes did not have any young men enrolled; and one of the nursery school children, a boy, was having problems. A young man enrolled in an industrial arts class volunteered to work with the child. This proved to be a valuable experience for both.

The staff aims to open the minds of the students, which involves many hours of counseling. One high school teacher asked his students to keep a journal on what they really thought about themselves and what they wanted out of life. This was a real challenge as the students had never been asked to do anything like this before. The teacher was impressed with the results and used the reports to guide individual students.

the guidance given individual children. Each student studies one child at a time and reports on child and adult relationships. The *planning group* plans activities to perform when it participates in the child development laboratory; and the *student-teacher group* works with children in the laboratory.

Staff day is a day on which the teacher and the high school students in all four groups meet for discussion. The nursery school children in this particular program attend half days 4 times a week. A mid-morning or mid-afternoon snack is served.

Children attending the nursery laboratories in Montgomery County Public Schools are three and four years of age. The fee is $10 per semester for each child. From 12 to 15 children attend the nursery laboratory at one time. Classes are divided about equally between the two sexes.

Parent Involvement – While the nursery school children are learning, the high school students are learning also. High school students meet with the parents of the nursery school children in the home and in group meetings. One such meeting this past fall was scheduled for the teacher, high school students, and parents of the nursery school children in the Albert Einstein High School. The meeting was to break up at 9:00 P.M. but was still going strong at 11:00 P.M. Students commented, "Now I can understand the nursery school children so much better since I have met their parents and know how they feel." Both parents and nursery school children become resources available to the high school students in learning about human relations and making personal adjustments.

A workshop panel discussion between high school students enrolled in a child development course in Montgomery County and their parents successfully brought about better understandings of each other's views. Meetings of this type help to close the generation gap.

Professional Involvement—The child development course of the home economics department created interdepartmental as well as parental interest and cooperation. The biology teacher in one of the high schools, along with his wife and newborn child, attended a class in human development, where he discussed heredity.

A doctor, who teaches psychiatry to student nurses, gave two lectures to the students at one of the high schools. One drama teacher met with high school students to help them in reading and telling stories to the nursery school children, and a physical education teacher demonstrated how to teach children to play games and to get proper exercise. A music teacher helped the high school students with music that young children like. For example, in one school where the children were being taught about Hawaii, the music teacher assisted with selecting appropriate music to be played in the laboratory. Other school personnel assisting with the program included the nurse, art teacher, and psychologist. In one school the home economics teachers worked with the teachers in the industrial arts department. They used team teaching and brought the two classes together.

Student Reaction—As a result of participating in an education for parenthood program, students have a better understanding of themselves and more patience. They question the why of the behavior of children and study to find the answers to human growth and development. Students were concerned about relationships with their parents and wanted guidance. Many were interested in obtaining university degrees in child development, family life, psychology, or the teaching of young children. They all will be better parents as a result of the course.

Philadelphia (Pa.) Public Schools—This school district has had nursery school laboratories in its high schools for the past 20 years. These

laboratories are located in the home economics departments of the various schools.

The main difference between the program in the Montgomery County Public Schools and the Philadelphia Public Schools is that the nursery school children in most of the Philadelphia schools attend school from 9:00 A.M. to 2:15 P.M. instead of a half day. One school is trying a new schedule this year. Two groups of children attend alternate days. The three-year-olds go two days a week, and the four-year-olds attend three days a week. This type of scheduling has the advantage of helping teen-agers see the characteristics of each age group.

A carefully planned lunch which includes nutrients for growth is served. The high school students assist in the preparation of the menu. At lunchtime the students sit at tables with the children, at which time they learn about the formation of food habits and the importance of eating a well-balanced diet themselves. Parents have been surprised to find that their child's eating problems disappear soon after he is enrolled in nursery school.

Another difference between the two school districts is that in Philadelphia the children enrolled in the nursery laboratory are taken directly to the infirmary every day by their parents or teen-age brother or sister. The child is given a routine examination of ears, eyes, nose, throat, and skin. Any child who has symptoms of a cold or other contagious conditions is excluded. To enter the nursery laboratory each day, the child must have a note from the school nurse.

University Laboratory School, University of Hawaii, Honolulu – Concern about the lack of male influence on the young child prompted the University's High School-Preschool Project. Some observers of today's social scene believe that the mother has taken over the home so completely that "Momism" is leading to the deterioration of the American character. Although the father has more leisure time since his working day has been shortened, he spends more time on recreation and less time with his family.

Studies show that a strong male can have a great influence on young children. This brings us to two questions: In what way does the influence of a strong male help a child fulfill his own being? How does one get adult males to be with young children?

The University of Hawaii high school faculty decided to experiment with the second question in their Preschool Project. They put four high school senior boys with four of the preschool classes for forty-five minutes each day. The young men were advised that this was a situation to size up and decide what they could do. The situation was left unstructured. The young men kept a log of their experiences using a dictating machine. The program involved the points of view of the following three people:

- The high school boy who goes to the nursery laboratory to work with children.
- The supervisor who may see changes in a case as a result of the presence of the young man.
- The child who directly experiences the contact.

All four young men were apprehensive at first and were awkward and unnatural because of their anxieties. When the boys learned that the children were friendly and accepting, they became relaxed and took on a positive relationship. At the end of the semester it was difficult to measure the results in a statistical analysis, but it was obvious the young men received great satisfaction from working with young children.[3]

[3] Kyselka, Will. "Young Men in a Nursery School." *Childhood Education* 42: 293-300; January 1966. © 1966 by the Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D. C. 20016. An adaptation used with the permission of the Association.

STARTING A PARENTHOOD EDUCATION PROGRAM

IN FACING the dilemma of change it is often difficult to decide how to add a new dimension to an already crowded curriculum. Often it is necessary and justifiable either to curtail some courses of the home economics curriculum or even to completely eliminate them in order to add a new course. This is a decision each school and department must make.

WHAT IS AVAILABLE?

Sometimes it is wise to start slowly by simply strengthening the teaching of one or two concepts in human growth and development. You may want to start by having a group of nursery school children come three days a week for three hours in the morning, using the facilities of the home economics department until space for a separate laboratory for the nursery is available. Programs that have been started with very little equipment and a small staff have progressed to well-equipped and staffed nursery laboratories. The initial steps are often exhausting, but the end results are more than rewarding.

MAKE A SURVEY

Explore the merits of a nursery laboratory. You will need to become familiar with the state and local standards that must be met when operating a nursery laboratory. Check to see if your state requires a license. Your state supervisor of home economics can assist you in obtaining this information. When you have collected some basic facts, have a conference with your superintendent to discuss your plans. The following questions should be carefully considered to help you have a successful program:

- Are high school students, parents, and faculty interested?
- Will they support a program?
- What will it cost to start and operate a program?
- What facilities and equipment are needed?
- How will students be recruited?
- How will nursery school children be recruited?
- How long will the children attend the nursery laboratory each day?
- What will be included in the curriculum?

You will probably want to visit other schools that already have a successful program on parenthood education to find some of the answers to these questions.

USE AVAILABLE RESOURCES

An advisory committee can be very helpful in making a comprehensive, coordinated program of child care a success. Members can give valuable assistance with and advice concerning the planning and implementing of the program and services; even after the program is in operation they can continue to be helpful.

The makeup of the committee will depend on what resource people are available. Representation might include the principal, the school nurse, psychology teacher, kindergarten teacher, and home economics teacher. By all means include parents of both high school and nursery school students who will be involved in the program.

Having some of the school authorities and parents on the advisory committee will help to provide for good communications. Last but not least, high school students should be represented on the committee. Many schools that have parent education programs have found high school students can give valuable assistance to the program. If there is a day care or nursery school already established in the community, it may have an advisory group that could be used instead of appointing a new committee.

There are other resources in the community where you can get assistance. They include city, county, or state departments of public health and welfare; child development departments of colleges or universities; hospitals; children's institutions; other high schools, day care centers, or Head Start programs; and family service agencies. Personnel from these sources might serve on the committee or act as consultants. Other school personnel such as the physical education, music, drama, and math teachers and the school lunch supervisor might also be included.

These are just a few of the resources that can be used. Each community will have some of these resources available. As you work with a program of education for parenthood you will find many interested and qualified people right in your community who can help to make the program a success.

STIMULATE COMMUNITY ACTION

Community action can be stimulated by material used in the local newspaper, on radio and television, and at libraries to report on the plans and progress of the program. Some of the high school students might assist with the preparation of the material. Students can make excellent candid statements that are usually unique and readable. Prospective students, counselors, and parents should be informed through meetings, where child care and guidance films can be shown. Leaflets or circulars describing the program should be sent to various public agencies and organizations. Plans should be discussed at PTA meetings and factual statements by personnel operating successful programs should be used.

The home economics staff of the Montgomery County Public Schools feels the nursery laboratory helps families to overcome problems:

- Teachers who have had training in child development, child care, human relations, and early childhood education are available to counsel individual parents.
- Through meetings with parents, high school students and teachers have a chance to express in what other areas they need advice in caring for the children. The meetings are geared to meet the needs of parents. Sometimes professionals other than school personnel are asked to participate in these meetings. Parents learn that other parents have the same problems; some of these can be solved, but others may have to be accepted.
- Parents of small children get to know the high school students and can better anticipate what to expect of their small children when they grow up. High school students get to observe parents who are younger than their own parents. Thus, they all are learning how to understand people of various ages.
- When high school students discuss problems with the parents of the nursery school children, it helps the students to understand their own parents' point of view.

These comments might be helpful when explaining the program to authorities and parents.

staff qualifications and training

THE QUALIFICATIONS and number of staff will depend upon the course to be taught and the standards set by the individual school system. Other influencing factors might be the availability of teachers from other departments who could participate in team teaching; the type of facilities available; and the availability and cooperation of qualified people in the community who could assist with various courses.

Since many parenthood education programs are located in the home economics department, the teacher usually has had training in child development, child care, family life, and food and nutrition. It is preferable for the teacher working with nursery school children to have training in early childhood education. Some schools are fortunate enough to have teachers trained in both home economics and early childhood education.

THE DIRECTOR

It is desirable that the director of a program have a master's degree with a major in child development or early childhood education. He should also have had experience with young children in groups. In addition to supervising the program, the duties of the director might include teaching courses in child growth and development, supervising high school student participation courses, directing the nursery laboratory, and working with parents of children enrolled in the laboratory.

TEACHING STAFF

Teachers who teach young children should have competency in the following areas—human growth and development, mental and physical health, learning processes of young children, community organization and resources, parent-child relationships and family life education, skill in relating to young children, curriculum planning, and child care. It is desirable that teachers of three- and four-year-olds have a strong liberal education. This knowledge will help in planning experiences and creating an environment that will be meaningful to each child at each stage of development.

The teaching staff teach what they are and what they know to each individual child and to the children as a group. In addition, these teachers are responsible for the well-being of the nursery laboratory children while they are at school. They will counsel parents of the nursery laboratory children and the high school trainees.

STUDENT TRAINEES

High school students enrolled in the course for credit observe, search for answers to questions, plan activities for participating in the nursery laboratory, assist teachers with children in the laboratory, and maintain the laboratory.

FACILITIES AND EQUIPMENT

THE FACILITIES, whether new, remodeled, or improvised, should be planned to meet the needs of the director and/or teaching staff, the nursery children, and the high school students. They must meet state and local regulations regarding building safety, sanitation, and fire prevention.

The kind and amount of equipment needed will depend on the size of the room, number and age of the children enrolled, physical layout of the room, and climate of the area. Equipment should be planned for creative activities in art, literature, and music, block building, water and sand play, housekeeping, science activities, and outdoor play.

Equipment can be bought, donated, or borrowed. Many schools start with just the essential pieces and make additions as the program progresses. Many items can be purchased at local hardware, variety, or grocery stores. Others need to be purchased through commercial companies. Sometimes equipment may be borrowed from schools, churches, homes, and libraries. The Resources section at the end of this publication includes several booklets with excellent lists of equipment and supplies to use in the nursery laboratory.

The following are suggestions for a new, expanded, or extended program in education for parenthood.

Classrooms – Classrooms for high school students are needed for discussion, demonstrations, and the showing of films. These rooms might have movable chairs and tables, projectors and screens, record players, chalkboard and bulletin board, and storage space for teaching materials. Other desirable equipment might include a tape recorder, a closed-circuit television set, or video tape monitor. The number of classrooms and the kind and amount of equipment will depend upon the size of the program, how long it has been operating, and available finances.

Reading Room – Ideally a reading room should be provided to accommodate at least twenty-five high school students at a time. It should be equipped with comfortable chairs and tables, along with a library of materials on child care and guidance to be used by the students when they do research for parenthood education. If there is no space for a reading room, these materials could be housed in the school library.

Conference Room – A conference room is needed to provide a place for meetings with parents, community agency representatives, or other community personnel and for student-staff conferences.

Offices – It is desirable to have a separate room for the director and each of the teaching staff, since the success of the program will involve frequent conferences of the staff with students and parents.

Nursery Laboratory – If you are establishing a nursery laboratory, local regulations concerning water and sanitation, fire protection, building codes, and zoning ordinances must be considered. Contact authorities responsible for these areas when planning a laboratory. Both indoor and outdoor space and facilities need to be considered.

Indoors, a play area of at least 35 square feet per child is needed. This is exclusive of space occupied by cupboards, toy shelves, large equipment, bathrooms, halls, offices, kitchens, and lockers. A minimum of 50 square feet is recommended by many authorities. Check with local authorities to see what the requirements are in your area.

Toilets and lavatories need to be provided near inside and outside play areas. Adequate ventilation; protection against radiators, registers, steam and hot water pipes, and electrical outlets; space for storage cabinets; an observation room; and arrangement of play areas must also be considered.

Many schools have adapted existing space for a nursery laboratory by removing the walls of several small rooms to make a larger room and by dividing a room for areas of play by installing counters. Some home economics departments have a multipurpose room which could be adapted. Such a room can work well when a program is being initiated and student participation is for only one semester.

Outdoors, authorities recommend a minimum of 75 square feet per child for play. The area should be safe, fenced in securely, and shaded. Space should be available to store outdoor play equipment. A covered space should be provided for bad weather.

Furnishings—A nursery laboratory should have a homey look. Some schools have lockers for the children's wraps and small personal belongings. If lockers are not available, hooks can be installed low enough for the children to reach. Stackable chairs save space, and tables with protective coverings can be used for many purposes. If the menu consists only of a snack, kitchen facilities such as a sink, refrigerator, counter space, and cupboards can be housed in one section of the room. This area should be separated by a room divider.

Observation Room or Booth—Facilities for observing activities in the nursery laboratory are essential. Some schools provide a booth and others a room where high school students and parents can observe children's activities. The observation room or booth is equipped with a one-way vision mirror or fine mesh screen with sound equipment.

what can **YOU** do?

1. Recognize your personal and professional competencies and needs. Plan a program for professional development of leadership in education for parenthood.
2. Become aware of resources in your school and community to facilitate program planning in education for effective parenthood.
3. Identify the people to be served through each phase of a comprehensive, coordinated program of child care.
4. Identify the groups in your school and community who may need special kinds of programs in education for parenthood.
5. Make plans for the modification, extension, expansion, or establishment of program offerings, adequate facilities, equipment, and space in order to implement an effective program of education for parenthood.
6. Plan for periodic and continuous evaluation of the objectives and outcomes of each phase of the program.
7. Provide for the continuing involvement of students, parents, and other interested adults in planning, implementing, and evaluating existing and new program offerings in education for parenthood.

CONCLUSION

TO BE A GOOD parent of children of any age means developing into a mentally healthy person. Such a person is able to live happily, fully, and satisfactorily with himself and others. He performs at his highest capacity and finds satisfaction in the things he does. His leisure time is enjoyable and profitable. He deals capably with the stresses of life, tolerates the anxieties that inevitably come his way, endures frustrations that assail him, and exhibits sincerity, compassion, and humanity toward other human beings. A curriculum geared to the positive approach of mental health and supported by meaningful teaching and rewarding experiences of the educational systems in our country may go far to make a world of which men dream.

RESOURCES

REFERENCE BOOKS

Baker, Katherine Read. *The Nursery School.* Philadelphia: W. B. Saunders Co., 1961.

Baker, Katherine Read, and Fane, Xenia F. *Understanding and Guiding Young Children.* Englewood Cliffs, N.J.: Prentice-Hall, 1967. This book is written for students interested in understanding more about personality development and for those who are or intend to be parents. It is suitable for men and women, boys and girls.

Brisbane, Holly E., with Riker, Audrey Palm. *The Developing Child.* Peoria, Ill.: Charles A. Bennett Co., 1965. The major aim of this book is to focus thought on children for students and other young people to better understand themselves. Another aim is to help adolescents in their preparation for parenthood.

Hymes, James L. *Teaching the Child Under Six.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.

Kawin, Ethel. *Parenthood in a Free Nation.* New York: Macmillan Co., 1963. Vols. 1, 2, and 3. This series attempts to provide a systematic account of child development and to help parents raise their children to be responsible citizens.

Mead, Margaret, and Heyman, Ken. *Family.* A Ridge Press Book. New York: Macmillan Co., 1965. This book is an unusually clear, honest, and sympathetic study of relationships in the family anywhere in the world and of the interplay of feelings among people living under the same roof.

Moore, Bernice Milburn, and Holtzman, Wayne H. *Tomorrow's Parents.* Austin: University of Texas Press, 1965. This book is about families of the future, derived from a study of youth of the present. It is the culmination of a decade of field work, data analysis, interpretation, and writing.

SECONDARY EDUCATION CURRICULUM GUIDES

Arizona Association of Future Homemakers of America, 412 Arizona State Building, Phoenix, Ariz. 85007. *Curriculum Guide to Child Development.* $4.

Colorado Association of Future Homemakers of America, 510 State Office Building, Denver, Colo. 80203. *Preschool Guide.* 1964. $2.50.

Colorado State Board of Community Colleges and Occupational Education, Home Economics Division, 207 State Services Building, Denver, Colo. 80203. *Colorado Guide for Teaching Human Development for Home Economics Education.* 1968. $2.

Iowa State Department of Public Instruction, Des Moines, Iowa 50319. *A Guide for Developing Curriculum in Human Development and the Family.*

Maryland, Montgomery County Public Schools, Educational Services Center, 850 N. Washington, Rockville, Md. 20850. *Child Development: Training for Pre-School Aides (Course of Study).* Bulletin No. 208. 1967. $5.

Pennsylvania Department of Public Instruction, Harrisburg, Pa. 17126. *Preparing for Employment in Child Care Services in Pennsylvania Schools.* 1966. 25c.

Virginia, Arlington County Public Schools, 4751 Twenty-Fifth St. North, Arlington, Va. 22207. *Relationships and Child Development.* 1965. $1.50.

PAMPHLETS AND OTHER TEACHING MATERIALS

(The associations or agencies listed here will furnish free catalogs on request.)

American Home Economics Association, 1600 Twentieth St., N.W., Washington, D. C. 20009

Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development. 1967. This report of a national project of the Home Economics Branch of the U.S. Office of Education is of importance to the entire profession, but especially to teachers of home economics in secondary schools. $2.

Family Relations and Child Development. Home Economics Research Abstract, 1967. $1.75.

Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington, D. C. 20016 (Orders amounting to $2 or less must be accompanied by payment.)

Art for Children's Growing. Value of arts, developmental characteristics, climate for expression, experimentation, evaluation of growth. 75c.

Basic Propositions for Early Childhood Education. 1966. 25c.

Bits and Pieces. 1967. For teachers and parents. Demonstrates uses of finds, leftovers, and giveaways to increase a child's skills in learning. $1.25.

Creating with Materials for Play and Work. 1957. A portfolio of 12 leaflets on uses of clay, paints, paper, blocks, puppets, wood, toys, making costumes, musical instruments, and bulletin boards. 75c.

Equipment and Supplies. 1968. Includes classified lists of tested and approved products at various age levels. $1.50.

Housing for Early Childhood Education. 1968. Educators, architects, and school administrators discuss building and remodeling early childhood learning centers. $1.50.

Nursery School Portfolio. 75c.

Nutrition and Intellectual Growth in Children. 1969. Consists of nine articles written by educators, biochemists, physicians, nutritionists, and conservationists who confirm the evidence being brought before the U.S. Senate Select Committee on Nutrition and Human Needs that malnutrition and intellectual growth in children are closely related. $1.25.

Play—Children's Business: Guide to Selection of Toys and Games. Creative play with inexpensive materials. Toys and games to stretch minds, build bodies, release feelings. 75c.

Space Arrangement and Beauty. Room arrangements in nursery, kindergarten, and elementary schools; space-savers; interest centers; beauty; bulletin boards; displays. $1.

Child Study Association of America, Inc., 9 East Eighty-Ninth St., New York, N.Y. 10028

Children's Books of the Year. 75c.

National Association for the Education of Young Children, 1629 Twenty-First St., N.W., Washington, D.C. 20009

Early Childhood Education. Hymes, James L., Jr. 1968. $1.25.

Let's Play Outdoors. Baker, Katherine Read. 1968. $1.

One Big Step—A Guide for Head Start Aides. Quill, Jeanne. 1968. 75c.

Planning the Environment for Young Children: Physical Space. 1969. $1.50.

Science Experiences for Nursery School Children. Haupt, Dorothy. 75c.

Some Ways of Distinguishing a Good School or Center for Young Children. Leaflet. 6c.

Teaching the Disadvantaged Young Child. 1966. $2.

What Does the Nursery School Teacher Teach? Tarnay, Elizabeth Doak. 1965. $1.

Young Children. Journal of the National Association of Young Children. Published bimonthly. $5 per year to nonmembers.

National Dairy Council, 111 North Canal St., Chicago, Ill. 60606 (Check with your local dairy council about these publications.)

Feeding Little Folk.

Food Before Six: A Feeding Guide for Parents of Young Children. 1969.

National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Orders amounting to $2 or less must be accompanied by payment.)

Department of Elementary, Kindergarten, and Nursery Education:

Anger in Children. Sheviakov, George. 1969. 75c (281-08752).

Blockbuilding. Starks, Esther B. 1965. 75c (281-08632).

Diagnostic Teaching. Lee, Dorris M. 1966. $1 (281-08808).

Evaluation of Teaching. Lewis, Gertrude M. 1966. $1.50 (281-08740).

Guiding Children Through the Social Studies. Reynolds and others. 1964. $1 (281-08664).

Language and Literature: The Human Connection. Martin, Bill, Jr. 1967. $1.50 (281-08818).

Motivation: In Early Education, Elementary Education, and Teacher Education. Spodek, Bernard; Morgan, H. Gerthon; and Shane, Harold G. 1968. 50c (281-08850).

Prevention of Failure. Richardson, Sybil, and others. 1965. $1 (281-08788).

Thinking . . . Feeling . . . Experiencing. Woods, Margaret S. 1962. 75c (281-08748).

Values in Early Childhood Education. Burgess, Evangeline. 1965. $1.50 (281-08636).

Elementary Instructional Service Leaflets (2-10 copies of one title, 20c ea.; 11-20, 25 percent discount; over 20, 50 percent discount.):

Frontiers for Change: Using the Laboratory Method. Hutchinson and Statler. 1963 (282-08776).

Helping Children Understand Themselves. Hawkes, Glenn R. 1965 (282-08790).

The Image of the Teacher. Jacobs, Leland B. 1964 (282-08724).

Improving Education Through Direct Study of Children and Youth. Morgan, H. Gerthon. 1963 (282-08712).

Reporting to Parents. D'Evelyn, Katherine E. 1965 (282-08796).

Storytelling and the Teacher. Revised 1967 (282-08674).

When the Child Is Angry. Soltys, John J., Jr., M.D. 1967 (282-08824).

National School Public Relations Association:

The First Big Step. 1966. 60c (411-12674). [also published in Spanish]

National Association for Public School Adult Education:

Consumer Education. "Teaching Social Living Skills" series. Discusses the high cost of credit, installment contracts, shopping for better value. Packet includes teacher's manual, lesson plans and worksheet masters, *Shopping for Money* transparency masters and text, *Getting Credit* filmstrip with tape-recorded narration and script manual, twenty-five 33⅓ rpm, 7" plastic recorded discs, *Getting Credit and Banking Services.* 1968. $18 (388-11828).

Counseling and Interviewing Adult Students. 1960. 50c (751-00796).

When You're Teaching Adults. 1959. 50c (751-00798).

U.S. Department of Agriculture, Washington, D.C.

List of available publications. Free.

U.S. Department of Health, Education, and Welfare, Children's Bureau, Social and Rehabilitation Service, Washington, D.C. 20201

Publications of the Children's Bureau. Single copies, free.

U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402

Child Care and Guidance. A suggested post-high school curriculum. Prepared by the U.S. Department of Health, Education, and Welfare, Office of Education. 1967. 40c.

Child Development Teaching Materials for Low-Income Families (for agents). Complete kit, $1. Prepared by the Federal Extension Service of the U.S. Department of Agriculture. Check with the Cooperative Extension Service in your state for materials related to a program for parenthood.

U.S. Office of Economic Opportunity, Project Head Start, Washington, D.C. 20506

(All publications listed are free.)

Criteria for Evaluating a Head Start Parent Participation Program.

Daily Program 1. For a child development center.

Equipment and Supplies. Guidelines for administrators and teachers in child development centers.

Food Buying Guide and Recipes.

Leader's Handbook. For a nutrition and food course. A series of 10 lessons for parents.

Nutrition. Staff training programs.

Nutrition—Better Eating for a Head Start.

Nutrition Instructors Guide. For training leaders.

Parent Involvement in Head Start. A workbook for the Head Start staff. 1969.

Parents Are Needed. Suggestions on parent participation in child development centers.

Points for Parents. Suggestions for parent participation in Head Start child development programs.

PERIODICALS

American Education. U.S. Department of Health, Education, and Welfare, Office of Education. Published 10 times a year. $3.75. The following articles are in the October 1968 issue: Berson, Minnie Perrin. "Early Childhood Education," pp. 7-13; Dunsire, Charles. "Prep School for Mom and Dad," pp. 21-43; Pine, Patricia. "Where Education Begins," pp. 15-19.

Augenstein, Leroy G. "Social Responsibility—Imperative for Interaction." *Journal of Home Economics* 59: 629-35; October 1967. Describes breakthroughs in science that make it possible to predict or alter the quality of human lives. This is an article

students as well as professional home economists will wish to read.

Browne, Margaret C. "The Federal Extension Service Publications for Families with Limited Reading Ability." *Journal of Home Economics* 60: 372-73; May 1968.

Cottle, Thomas J. "Parent and Child—The Hazards of Equality." *Saturday Review* 52: 16-19, 46-48; February 1, 1969. Points out there is no even exchange between generations, nor is there ever a possibility for it. Parents are by definition not peers.

Crase, Dixie Ruth, and Hendrickson, Norejane. "Maternal Grandmothers and Mothers. . . . as Perceived by Pre-Teen Children." *Journal of Home Economics* 60: 181-85; March 1968. Indicates that preteen children perceive grandparents and parents as practicing different child-rearing methods and confirms that maternal grandmothers tend to be more permissive and more child-oriented than mothers.

Featherstone, Joseph. "Schools for Children." *New Republic* 157: 17-21; August 19, 1967. "How Children Learn." 157: 17-21; September 2, 1967. "Teaching Children To Think." 157: 15-19; September 9, 1967. Available in reprint form—"The Primary School Revolution in Britain"—from *New Republic*, 1244 Nineteenth St., N.W., Washington, D.C. 20036. Contains an introduction by the author for American teachers and administrators. 50c.

Fortune Magazine. Vol. 79; January 1969. Special issue on American youth. Some of the articles are as follows: Albrook, Robert C. "One Thing Sure, Parenthood Today Is No Bore!" pp. 92-93, 154, 156; Swerdloff, Peter M. "Hopes and Fears of Blue-Collar Youth," pp. 148-50, 152; Ways, Max. "The Faculty Is the Heart of the Trouble," pp. 94-97, 161-64; Wierzynski, Gregory H. "A Student Declaration: 'Our Most Wrenching Problem . . .'" pp. 114-16, 146.

Highberger, Ruth, and Courtney, Lucy E. "Parent and Child Centers—A Challenge for Home Economics." *Journal of Home Economics* 60: 343-45; May 1968. Article discusses how these centers may become another important step in lifting families out of poverty and the contributions home economists can and should be making to these centers.

Keenan, Dorothy. "Exploring Value Patterns of Teen-Agers in Family Living Classes." *Journal of Home Economics* 59: 776-78; December 1967. Describes two approaches for studying value patterns.

Luckey, Eleanore Braun. "Sex Education—Stop, Look, and Listen!" *Journal of Home Economics* 61: 31-34; January 1969. Stresses that home economists should look at what is being done in schools and communities but should listen carefully to the needs expressed by youth.

Moore, Bernice Milburn. "Interaction Among Generations—A Factor in Future Family Patterns." *Journal of Home Economics* 59: 621-28; October 1967. Emphasizes everybody needs everybody else.

Saturday Review. "The Child—What Science Is Learning About Human Personality and Growth." 51: 71-82, 87-88; December 7, 1968. Articles include Berrill, N.J. "His Ancient Inheritance," 71-73; Lear, John. "His Monetary Ancestor," 73-75; Valenti, Carlo. "His Right To Be Normal," 75-78; Hall, Robert E. "His Birth Without Permission," 78-79; and Kagan, Jerome. "His Struggle for Identity," 80-82, 87-88.

Sizer, Theodore R., and others. "Education in the Ghetto." *Saturday Review* 52: 33-34, 36, 38, 42, 44, 46, 48, 52, 54, 56, 58, 60-61; January 11, 1969. A series of short articles by educators.

Stith, Marjorie, and Hoeflin, Ruth. "Preschool Teacher Certification." *Journal of Home Economics* 59: 371-73; May 1967. This article describes a certification program carried on in Kansas by a state committee of nursery school educators.

Walters, James, and Stinnett, Nick. "Should Family Life Education Be Required?" *Journal of Home Economics* 60: 641-44; October 1968. Stresses the necessity of learning to read and interpret research in family life education in order to communicate findings to students and parents.

FILMS AND FILMSTRIP CATALOGS

Audio Visual Sales, 5795 N. Elston Ave., Chicago, Ill.

Set of six audio tapes entitled "Early Physical Development"; "Speech Development"; "Development of Understanding"; "The Child Begins To Learn"; "Social Adjustment"; and "Family Relationships." $33.

National Dairy Council, 111 North Canal St., Chicago, Ill. 60606

Feeding Your Young Children. Filmstrip. 1969. $2.

National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036

Catalog of Publications and Audiovisual Materials. Free.

U.S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402

Selected Films on Child Life. A Children's Bureau publication. 1967. 40c.

U.S. Office of Economic Opportunity, Project Head Start, Washington, D.C. 20506

Films available for Head Start child development programs. Free.

Home Economics Education Association . . . What it is

The Home Economics Education Association is a voluntary organization of home economics educators and others associated with or interested in home economics instruction in schools and colleges. Home economics educators are dedicated to helping each individual help himself through a better understanding and control of family and community life. They work to improve the quality of home economics instruction and to broaden the scope of the curriculum.

Purposes: To promote effective programs of home economics education, to supplement existing services available to home economics educators, to cooperate with other associations in related fields, and to publish materials of interest to home economics educators.

Types of Annual Membership:
Active • Open to anyone actively engaged in teaching, supervision, or administration of home economics in schools and colleges. $5.

Associate • Open to anyone interested in the progress of home economics education but who is not actively engaged in teaching, supervision, or administration of home economics in schools and colleges. $5.

Student • Open to any undergraduate or full-time graduate student who is preparing for teaching and leadership positions in home economics. $2.50.

Services: All members receive annually two or more booklets on timely subjects; two letters from the HEEA president; and a monthly newsletter, *News and Notes in Home Economics.*

Privileges: Opportunity to attend one annual meeting held in conjunction with the NEA convention (Philadelphia, Pa., July 1969); *active* members may vote on all matters coming before the organization, hold office, and serve on committees.

To join: Send your name, full address, and position—along with a check to cover annual membership dues—to the Home Economics Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.